

## American Camping Association, Inc.

### Officers

**President:** Hazel Allen,\*

Girl Scouts, Inc.,  
14 W. 49th St.,  
New York City

**Vice President:** Roland H. Cobb,\*  
R 51, 311 Main St.,  
Worcester, Mass.

**Secretary:** P. B. Samson,\*  
330 S. State St., Ann Arbor, Mich.

**Treasurer:** W. H. Wones,\*  
State Y.M.C.A., 641 North 4th,  
Milwaukee, Wisconsin.

### MEMBERS AT LARGE

Barbara Ellen Joy, The Joy Camps,  
Hazelhurst, Wisconsin

Frederick L. Guggenheimer, 219 W.  
81st St., New York City.

### Executive Director

Herbert H. Twining, 330 South State  
Street, Ann Arbor, Mich.

### SECTION PRESIDENTS

#### Canadian Section

Taylor Statten,\* 428 Russell Hill  
Road, Toronto, Canada.

#### Chicago Section

Hedley S. Dimock, 5315 Drexel Ave.,  
Chicago, Illinois.

#### Girl Scout Mid-West Section

Elizabeth Mundie, 35 E. Wacker  
Dr., Chicago, Illinois.

#### Great Lakes Inter-Camp Council Section

C. A. Wilson,\* M.D., 71 E. Ferry  
Ave., Detroit, Mich.

#### Iowa Section

M. Genevieve Clayton, 613 Fleming  
Bldg., Des Moines, Iowa

#### Lake Erie Section

M. C. Herrick, 1849 Wymore Ave.,  
East Cleveland, Ohio.

#### Milwaukee Section

Jeannette Whitty, 436 W. Wiscon-  
sin Ave., Milwaukee, Wis.

#### Montreal Section

F. M. VanWagner, 3484 University  
St., Montreal, Quebec

#### New England Section

Roland H. Cobb,\* R 51, 311 Main  
St., Worcester, Mass.

#### New Jersey Section

Raymond I. Jacoby, Old First  
Church, Newark, N.J.

#### New York Section

Ralph Hill, 294 Central Park West,  
New York City.

#### Pacific Coast Section

Wes H. Klusmann, 204 Bendix Bllg.,  
Los Angeles, California.

#### Pennsylvania Section

Thomas G. Cairns, Boy Scouts of  
America, 22nd & Parkway, Phil-  
adelphia, Penna.

#### St. Louis Section

Matt Werner, 5521 Cates Street, St.  
Louis, Mo.

#### Southeastern Section

Mrs. Jonathan Day, 6004 Three  
Chopt Rd., Richmond, Virginia.

#### Twin City Section

Miss Mildred Casey, Camp Fire  
Girls, St. Paul, Minn.

#### Washington Section

Miss Harriett Diveley, Camp Fire  
Girls Office, Rhodes Dept. Store,  
Seattle, Washington.

\* Signifies member of Executive Committee.

# The Camping Magazine

Bernard S. Mason, Ph.D., Editor

Vol. IX

OCTOBER, 1937

No. 7

## For October

Home Again! So What? <i>Ernest G. Osborne</i>	3
Education in the CCC Camps. <i>Howard W. Oxley</i>	5
Let's Get Back to Campercraft. <i>Eugenia Parker</i>	7
Public Liability Insurance for Camps. <i>Elin Lind- berg</i>	9
Creative Art in Every Camp Activity. <i>Harold Hay- don</i>	11
An Abridged Interim Progress Report of the Pro- gram of Studies and Research of the Ameri- can Camping Association, Inc. <i>Charles E. Hendry</i>	13
Floors	16
Editorial—Follow Up	18
Peter Pan's Night. <i>Mary S. Edgar</i>	19
Book Corner	20
Swapping Ideas	21
Seen and Heard	22

### EDITORIAL AND BUSINESS OFFICE, ADDRESS

BERNARD S. MASON, Editor

HERBERT H. TWINING

Business Manager

OLIVE SMITH, Circulation Manager

330 South State Street

ROSS L. ALLEN

Advertising Manager

Ann Arbor, Michigan

Published Monthly from October through June



Subscription Price .....\$2.00  
Canada ..... 2.25  
Foreign ..... 2.50  
Single Copies ..... .25  
Entered as second-class matter December 29, 1934, at  
the post office at Ann Arbor, Michigan, under the Act of  
March 3, 1879.



*Courtesy of Keystone C*

# Home Again! So What?

By

ERNEST G. OSBORNE

Teachers College, Columbia University, New York City

*Author, Camping and Guidance*

IT IS not an uncommon practice for camp directors to take stock of the past season's experience during the fall months. To review the assets and liabilities of the summer's camp session while things are fresh in mind is undoubtedly a wise procedure. Careful consideration of the effects of various phases of the program and of desirable changes in program offerings, decisions as to which counselors should be retained for another season, analysis of budget expenditures, plans for new equipment—all of these and many more, are problems which must be thought through.

But an even more important matter is one to which too little attention is directed. After all is said and done, our main concern as camp directors or camp counselors is, or should be, the optimum development of boys and girls physically, emotionally, socially, and spiritually. It is here that most thoughtful consideration should be given when we evaluate the summer's experience. An understanding of what has actually happened to the attitudes and behavior of boys and girls is the best yardstick by which the success or failure of counselors or of programs can be measured. Probably most of us interested in camping would agree that such a criterion is basic. Far too often, however, we give only lip service to the idea and spend our time and energy developing the more tangible things—additional equipment, new aspects of program or a more competent counselor group.

There is no doubt that it is difficult to measure or even to get a clear idea of what changes there have been in children's attitudes and in their behavior. Yet, all of us have seen these changes occur during a camp season. And there are but few camp people who would not hold that such changes—more sturdy self-reliance, more consistent honesty, more effective cooperation and a host of other qualities which

make for the well-adjusted individual—are contributions which the summer camping experience should make to children. By and large, the camp experience is making this contribution in the thousands of camps throughout the country. If there is a staff of men or women genuinely interested in the development of boys and girls, if the camp director has developed his program with some such objectives in mind or even if boys or girls live together under reasonably intelligent leadership in a camp environment, important changes are almost certain to take place.

And then, after a busy and happy summer, hundreds of thousands of children find themselves at home again. For the next ten months, they will be family members, school children, club members, part of the informal play groups that grow up in every neighborhood. What happens? They have been in camp for two months, most of them. So what? Are the gains which were made in camp maintained? The tan from the summer sun soon fades. Names of many counselors and fellow campers slip away. The details of happy times become a bit blurred. Muscles hardened by games and hikes become softer. Parents complain that habits of neatness learned in camp often don't carry over into the home. The child who made his bed and kept his shelf in order in the cabin is just as reluctant about bedmaking and caring for his clothing at home as he was before he left for camp.

But these are all relatively superficial things. What of the gains made at camp in greater emotional stability? What of the changes that the camp experience has wrought in personality and character? What of the improvement in social adjustment, the improved attitudes toward those in authority, the increased feeling of self-confidence based on successful accomplishment in camp activities and on being accepted as a desirable person by fellow campers and counselors? Have these gains, this improvement, become such a part of the child that they will carry over into his non-camp

\* The author would greatly appreciate receiving descriptions of camp directors' efforts to contact parents educationally.



environment? On the answer to this question, the ultimate success or failure of camping rests. For, if few or none of the changes in attitude and behavior carry over into the home, school or neighborhood, the camp experience becomes merely a pleasant vacation and not one of the most significant educational ventures of the twentieth century.

It is of utmost importance that the camp director, as he reviews the past camp season, give serious consideration to the ways in which the fine things that happen to boys and girls in camp can become a permanent part of their personal equipment.

For the most part, camp people today seem to hold the very optimistic opinion that there is or should be an almost complete carry-over of all desirable changes wrought by the camp experience. This opinion so easily accepted by most of us deserves closer scrutiny than it is usually given. It is not reasonable to expect the child to preserve gains made during the summer if he goes back into an unchanged environment. We all realize that certain family relationships—over-solicitous parents, a dominating father, jealousy of brothers and sisters—cause unwholesome reactions in children. Camp may relieve these pressures but it alone can not change the relationship. Some years ago, health educators expected children to carry home practices of better health habits. Ten and twelve year olds were supposed to change the family diets and methods of preserving health. Now, it is realized that this was expecting too much and much more emphasis is being put on adult education in the field of health. As yet, we in the field of camping, have learned no lesson from their experience.

If young children do take on the color of their environment easily, and if they cannot be expected to preserve changes in attitude and behavior upon returning to environments that work against such changes, what is the responsibility of the camp staff? Obviously, if we are sincere in our belief in the potentialities of the camp experience for personality and character growth, we must in some measure be concerned about the extra-camp environment of the child. To do this, we need not pretend to be the only constructively influential persons in the child's experience. Nor need we step too far outside what has been considered the job of camps. But, some changes in practice and in attitude are indicated.

First of all, we must really convince ourselves that the family is the most important influence in the child's experience. There is no lack of evidence in sociology, psychology, psychiatry, or even common-sense observation, to support this conviction. If we do this, we shall then welcome visitors' days as opportunities rather than as dreaded ordeals. We shall devise ways of interesting parents in the camp experiences of their children. We shall welcome their advice and suggestion as to the best way of dealing with John or Mary. And, having gained their confidence and profited from their experience with children, we may be able to share with them the insights we have gained. We can raise questions which may help them see their relationships with their children in a different light. We shall consider it a part of our job to help them with problems of recreation and education throughout the winter. Parents and camp directors, together, will discuss the ways in which the carry-over from camp to home and home to camp can be effectively obtained.

Indeed, if once the idea of the importance of a closer relationship between the camp, home and school experiences of the child is genuinely accepted, there are numerous ways in which the contact between parents and camp staff can be made meaningful. There is not space to go into them in any detail. In many camps, one or more of these practices are being carried on. Letters home during the camp season that give some idea of the child's development in camp, final reports that are more than vague, "Pollyannish" accounts of the summer experience, group discussions of children's problems on visitor's day, individual conferences, definite efforts before and after the camp season to prepare for and consolidate the gains in adjustment made in camp, opportunities for some parents to live in and be a part of the camp family for a period during the summer—these are all steps in the right direction.

Camps differ considerably in their objectives. Their programs vary. Training and experience of staff members are unlike. But each is potentially a most significant factor in children's lives. And each can become much more so. Let us, then, as we take stock of ourselves this fall, give more attention than is our custom as a professional group to the nature of the

*(Continued on Page 25)*



# Education in the CCC Camps

By

HOWARD W. OXLEY

Director of CCC Camp Education

I AM HAPPY to have this opportunity to appear before the American Camping Association\* and point out the educational contributions of the CCC camps. Established in March, 1933, primarily as a means to afford work to countless thousands of unemployed young men, the Civilian Conservation Corps soon revealed its value as a training school of real significance.

From the beginning of the Corps, educational opportunities in some form were available. It was not until December, 1933, however, that education among the camps was placed on an organized basis under the administration of the War Department with the advisory assistance of the U.S. Office of Education.

The popularity of the experiment of opening schools in the camps, which was regarded as somewhat dubious at the start three years ago, is now unquestioned. Today, eighty-nine per cent of the CCC boys, by their own choice, are regularly enrolled students, as against only thirty-five per cent two years ago. There is no compulsion to take any course. Classes are open and the boys are flocking in.

## *American Camping Movement*

The CCC camps, in my opinion, have become a very definite part of the great camping movement in America dating back to the 1880's or possibly earlier. It is interesting to me to trace the growth of organized camping in this country and to note its influence upon our educational system. From the early beginning in 1881 of Ernest Balch, the father of organized camping in America, on down through the work of philanthropic, social service, church, and educational groups in establishing camp centers, the camping movement has operated as a liberalizing and progressive force in American education. Camps have served to give new meaning to education, to lift it out of a cloistered world of theory and to place it in one

of realism and everyday experience. The schools of the country cannot help but take due notice of what the camp—be it private or public—is now doing to develop the individual's whole personality, interests and ability.

Margaret Pollitzer writing in the May, 1933, issue of *Parents Magazine* on the need for more vitality in school practices made this observation: "Look at the dull faces in the average classroom. School work, school learning is a bore. Most children are not actively opposed to it. They have been calloused to sitting and listening. Curiosity, activity, if they have survived at all, are found outside of school in some hobby." And Porter Sargent adds: "The great fault with our educational system today is that it fails to develop resourcefulness, initiative and executive capacity on the part of the pupil. . . . In the adjustment of our educational system to new conditions provision for these things has been lost sight of."

## *Concept of CCC Education*

After three years of experience, we in CCC education have come to hold a very definite concept of what education should mean to the many thousands of youth who come our way. More than a million and a half American youth have enrolled in the CCC since its inception. They come from all walks of life—farms, small towns, and cities. They come from homes surrounded by poverty, from homes surrounded by luxury before the depression stripped them of all but the barest necessities, from communities where educational opportunities were few and of no attraction to them, and from schools where they saw no reason for advancing further.

In the camps we have taken the boy on whatever level we found him and have attempted to develop a program of instruction fitted to his ability, needs, and interests. With us, the individual is the primary factor for consideration. The objective of CCC educa-

\* Address at the Convention of the American Camping Association, Detroit, Michigan, February 6, 1937.

tion, therefore, is to make each enrollee more employable and a better citizen.

#### *Educational Contributions of CCC*

During the course of its development the CCC educational program has made many contributions to the care and education of American youth. In considering these contributions, it seems that five major ones stand out.

In the first place, CCC education has focused attention upon the unpreparedness of thousands of young men out of school and out of work. Today, in the camps there are over 10,000 illiterates. Since 1933, over 50,000 illiterates have been trained by CCC instructors to read and write. At present, there are 124,322 enrollees or 37 per cent of the entire enrollment of the Corps on the elementary school level. When we recall that the lowest age at which one may enter the camps is 17 and that the average age of the enrollees is around 20, we see how retarded in school work a large portion of CCC men are. It is absolutely essential that these men master certain tool or rudimentary subjects before they can hope to find secure employment. Very few of the enrollees have had any kind of vocational training before they enter camp, and over 80 per cent of them come to us without sufficiently developed skills to hold a regular job. A majority of them have no idea of what occupation they are best fitted to follow, nor do they know the fundamental principles of job requirements. Now, when we realize that the major portion of these men are around twenty years of age, we wonder if the educational system of our country hasn't fallen far short of its responsibility in the preparation of youth for modern demands.

#### *Program of Practical Training*

The second major educational contribution of CCC camps is that they have demonstrated that education and work can be successfully combined in a program of practical training. Of course, the CCC camps are not the first agency in the country to combine education and work with success but the camps have demonstrated that this technique may be employed effectively on a nation-wide scale for mass purposes. In the camps there are over 300 vocations or trades that may be taught the men. Training on the job has developed at a rapid rate. During the month of November, 1936, 155,548 enrollees or 43 per cent of the camp enrollment received instruction on work projects.

In commenting on the value of the work project in CCC education, Dr. A. J. Murphy, Assistant Corps Area Adviser of the Second Corps Area, writes: "The distinct contribution which the CCC camps may make to general education is in the educational use of the work project. The camp situation restores a good deal of what was lost through the formalization of education. The camp work project presents exactly the situation which modern educators desire as the best basis for learning. . . There is an opportunity in the CCC camp of getting back to what might be called a natural type of education . . . With the rise and formalization of the schools there grew up a separation between the content of education and the work-a-day world, a separation between learning and doing. The academic became set off from the practical. Today, all educators feel that the separation of education from work is wrong; first because education becomes academic and formal, and second because work without thought and study becomes drudgery. CCC camp education, insofar as it associates itself with, and makes use of the camp work project, restores this connection between learning and doing which has been lost in so much of our schooling."

Throughout our efforts to offer CCC youth practical training on camp work projects, we have laid emphasis on the learning of basic skills, the analysis of job operations, the saving of materials, and cooperative relationships with other workers. Supplementary to the instruction given on work projects we have developed, within the camp, vocational classes on specialized or advanced subjects. Last November, there were 137,620 enrollees or 41 per cent of the camp enrollment attending these classes.

#### *Whole Camp Experience Educational*

The third educational contribution, which I believe the CCC is rendering, is that of planning the whole camp experience to further the education and development of each participant. Dr. Russell A. Beam of the Sixth Corps Area Educational Office at Chicago believes: "The entire camp, in all its aspects, is to be recognized as essentially an educational environment. The provision of such an environment may in itself be considered the most significant educational contribution of the CCC camps."

(Continued on Page 26)



# Let's Get Back to CAMPCRAFT

Junior Main Guides Promote Woodsmanship

By

Eugenia Parker  
Director, Camp Blazing Trail

CAMPING, to me, means an escape from the artificialities of urban life and the achievement of a modified form of freedom which is the chief joy of pioneer existence.

Abraham Lincoln and Daniel Boone were born in the wilderness. Their schooling was largely through the education of the woods. They learned to match their wits with the animals of the forest and to use this knowledge to outwit their adversaries. Not only the pioneer but the modern boy and girl should be

versed in the lore of the field, forest and lake, and able to construct from nature's bounty many things for use and comfort.

City children, born to a life of ease and comfort, would have a very uncomfortable and difficult time should they be suddenly cast out to shift for themselves.

What is *your* camp doing to teach your youngsters the joys of real camping? To make a comfortable bed; to prepare and cook a meal that will stand by them, without the use of

*Courtesy Camp Blazing Trail*







*Courtesy Camp Blazing Trail*

canned stuff? Do your campers know how to use maps and follow a straight course? Do your campers know how to handle a canoe? And by this I do not mean exhibition paddling! What do your boys and girls know about forests and conservation, the best woods to use for making and repairing equipment? Could your campers bring a comrade with a broken leg out of the woods?

Here is a good place to pause. The following questions are to test your knowledge of campcraft and conservation. Take a piece of paper and jot down the answers then turn to page 25 and see what percentage is right.

#### QUESTIONS

1. What is the best kind of wood to use as kindling?
2. Where would you find wood to start a fire in the rain?
3. What kind of wood makes a good cooking fire?
4. How do you put out a campfire?
5. What are the best ways to fight a forest fire?
6. What do you do to drinking water you're not sure of? Why?
7. Where should a latrine be built in relation to camp site?
8. What six things are absolutely necessary to take on trips of three days and more?
9. What are the most healthful ways to cook; fry, bake, or boil?
10. What is the name of the utensil used in baking?
11. What is a canoe pole and its use?
12. What does white water mean in a river?
13. In loading a canoe for a trip what would happen with weight in bow?
14. Under what conditions would you want it there?
15. What is a thwart?
16. What is the difference between a dry fly and a wet fly?
17. What is trolling?
18. What methods would you use to mark a trail?
19. Explain the use of a compass?
20. What is a topographical map?
21. What are two safety precautions to use with a knife or axe?
22. What is the highest mountain in Maine?
23. Name the largest lake within the borders of Maine?
24. State three safety rules for riflery?
25. What is the bead?
26. Name two hard woods commonly used for fires?
27. Two reasons why soft wood trees do not make good cooking fires?
28. What does "open season" mean?
29. Which of these animals are protected? Deer? Porcupine? Wildcat? Bear?
30. What are some of the things important to have in a First Aid Box?

The Maine Camp Directors' Association feels that of late the tendency is away rather than toward camping. With that in view, an act was introduced at the last session of the Legislature creating a class of "Junior Guides." Boys and girls who meet the requirements of

*(Continued on Page 25)*

# Public Liability Insurance for Camps

By

ELIN LINDBERG

Camp Management Advisor

Camp Bureau, Field Division

Girl Scouts, Inc.

EDITOR'S NOTE.—These notes have been assembled and prepared for Girl Scout established camps. They apply also to other organization camps, private camps, and adult camps.

**M**ORE than half of the Girl Scout established camps and a great number of Girl Scout day camps now carry public liability insurance. During the depression years, people became insurance-minded and more and more camps protected themselves by carrying public liability insurance in the event that legal action be taken against them.

Every injury may be a potential law suit. Persons or organizations who maintain any kind of premises, be it a house or a camp, are under certain obligations to the public. The public is classified according to the law as follows:

Trespassers

Licensees (campers—the ones who have a right to be on the premises)

Invitees—parents and visitors to the camp

Public Invitees—tradespeople, business visitors

With adult trespassers we have no concern other than that the property should be well posted with "no trespassing" signs. The person who trespasses does so at his own risk. With children trespassers, we seem to have a concern because of the new law called "The attractive nuisance doctrine." (See "I'll Be Suing You" page 79, *The Reader's Digest*, December 1936.)

The other classifications of the public are our responsibility and are a source of liability.

There are a number of things camps can do in order to create a feeling on the part of the public that the camp is a safe place without putting too much stress on the word, "safe." Camp booklets, newspaper articles and other publicity can call attention to the devices installed for the protection of campers, such as

swimming areas, check and buddy systems in connection with waterfront activities, boat landings, life savers, close supervision. All of these help to create a good feeling among the parents and the general public.

Posting of property: If necessary, there should be signs on the camp grounds marking dangerous trails, mine shafts or any other dangerous places where campers ought not to go. The boundary line should be well posted with "no trespassing" signs. A certain distance between the posting is required in order to make it legal. The distance, I understand, differs in each state.

Waivers in the camp folders: This is a question which comes up often. Why is it that a waiver in the camp folder or circular is not all that is necessary for the camp's protection? It is a very good thing to have a statement on the camp application in which the parents give consent for daughter or son to attend the camp and in which all claims for injuries in the event of an accident are waived. Such a statement will undoubtedly create an attitude on the part of the parents and the campers which might obviate any probability of holding the camp responsible, but such a waiver could be overruled in court. You know best, however, if a waiver in the camp folder or circular is all that is necessary because you know your own local conditions and camp clientele. In your community and among your clientele you may have people who would not under any circumstance bring action against the camp, and again there may be people who would and are waiting for an opportunity to do so. You must know the parents and your own public.

Public liability insurance has not been made a minimum requirement for Girl Scout camps, but we do suggest that the camps pro-

tect themselves by carrying this insurance. The policy defends as well as protects the insured.

Below are questions that have come to the Camp Bureau of Girl Scouts, Inc., from time to time for camp directors of Girl Scout camps. Directors of other camps may have similar questions. The answers to these questions were checked May, 1937, by Mr. William Taylor, Assistant Manager of the National Bureau of Casualty and Surety Underwriters, 1 Park Avenue, New York City.

Q. Why should we carry Public Liability insurance? We have no money and therefore in case of legal action there would be nothing to gain.

A. The answer is, if the camp is owned by a local Girl Scout council, the person suing can attach the camp site or any owned equipment.

Another reason we suggest Public Liability insurance is that a camp wants to be in a position to at least partially compensate anyone who has suffered an injury or loss through the negligence of the camp. Also, a suit may be instituted against the sponsors of the camp.

Q. Are charitable organizations exempt from carrying Public Liability insurance?

A. There may be some charitable organizations that are exempt from carrying Public Liability insurance, but the Girl Scout organization does not come under this classification. The law regarding exemptions varies in each state.

Q. What hazards should be covered by Public Liability insurance?

A. The hazards that should be covered by Public Liability insurance are:

- The general camp operations
- Saddle animals, if any
- Motorboats or sailboats, if any
- Automobiles, if any

With the exception of liability arising from accidents caused by automobiles, teams, motorboats, or sailboats, the "Camps" classification contemplates coverage for all camp activity both on and away from the camp premises, including any liability for accidental injuries the sponsoring groups may have in connection with transporting the campers to and from camps by means of common carriers.

Q. If the policy is written in the name of an incorporated local Girl Scout council or other sponsoring group, are all members of the corporation protected?

A. Yes, as a corporation they are protected.

The names of trustees or members of Boards of Governors may be included in the policy without additional premium charge. This does not include, however, the camp director or any other employees working at the camp. If coverage is desired for the director or any other camp employees, ask your

broker to obtain the amount of additional premium charge. Other additional interests may be added for an additional premium of 25%.

A suit against a local Girl Scout council or other sponsoring group because of some negligent act causing injury to a third person would probably be made against the corporation, but in addition, the claimant might include the names of prominent members of the corporation. There apparently is nothing to prevent a claimant naming every one that he can think of in a suit, and in most cases, unless the prominent members of the corporation were actively directing or assisting in the direction of the camp work, they would only be required to enter court for the purpose of asking that the suit be dismissed insofar as they, personally, were concerned. This, however, involves at least a legal offense.

Q. What about an unincorporated local Girl Scout council or other unincorporated sponsoring group which conducts a camp and does not own the property? Does the policy protect these as groups as well as their individual members?

A. In case of legal action against such sponsoring groups, each member would be liable individually, severally and jointly if so mentioned in the suit. However, if the person who is suing mentions the name of the sponsoring group as given in the insurance policy rather than any individual names of members, the members as a partnership are protected up to the limits mentioned in the policy. Where unincorporated local Girl Scout councils or other sponsoring groups carry this insurance, here again the names of the trustees or members of Boards of Governors may be added without additional premium charge. This does not, however, include camp directors or any other camp employees. If coverage for these employees is desired, ask your broker to obtain the amount of premium charge.

It may be that the person who brings action against a local Girl Scout council or other sponsoring group will name the wealthiest member of the group or he may name a group of members or the camp director. An additional charge will be made for including the name of the camp director or any other employees. If coverage for employees is desired, complete information as to the number and duties of such employees should be submitted to your broker or insurance carrier.

Q. Why pay \$75 or more a year when the policy does not cover most things that happen? Why wouldn't an accident policy be better?

A. The liability policy is an insurance contract for indemnification and defense against claims made by members of the public (including campers) because of injuries accidentally suffered by them.

In case of an accident the insurance company

*(Continued on Page 29)*



# Creative Art in All Camp Activities

A New Conception  
of Arts and Crafts  
in Camping

By

HAROLD HAYDON  
George Williams College

EDITOR'S NOTE.—Much of the material in this article appeared in the June issue of the *Boys' Work Journal*. The Editor is happy to present it here in that he feels that it should reach the attention of all camp directors, counselors, and leaders of youth.

THE summer camp can only fill its role as an educational venture by including esthetic, intellectual and physical activities in a single integrated program. The educators, that is, camp directors and counselors, will be accomplished men and women, physically skilled, intellectually able, and practitioners of one or more of the arts.

Neither school nor home can give well-rounded education; each is a temporal and physical segment of the student's total environment. The summer camp as a total environment for a time long or short, can integrate all phases of the camper's life, fusing physical with intellectual and esthetic experience, establishing interrelations, constructing a continuum of experience in which art and sport and reflective thought co-exist in every act. Literary and artistic activity are separated from physical activity only by uneducated persons in very inadequate camp situations.

The esthetic point of view which makes any activity artistic, directs attention to sensory and emotional experiences which are the often neglected part of every act. Art has so long been associated with painting, and working with special materials such as stone and clay, that it may be hard to realize that walking, paddling a canoe, building a fire, hold the possibilities of creative art.

We have a long time been educated to express ourselves with words, written and spoken, and with mathematical symbols. In the process and subsequent conditions of life, attention has been diverted from sensation for its own sake and emotion as an integrating, coloring factor

in daily life. Sensory experience has been a means for understanding and controlling a practical world and only indirectly a source of enjoyment and an end in itself. Emotion has been rigorously suppressed whenever possible, not allowed to interfere with business nor even private life.

This is not to say that people have become entirely insensitive and incapable of emotional expression, but only that sensory-emotional expression has not been encouraged, and as a result very sensitive persons do not know why they are affected by music, natural scenes, or occasional works of art, and in turn are not aware of their own potential powers of expression conferred by sensitivity. That is to say that the boy or girl strongly affected by a sunset does not know that something should be done about it—that a painting, a poem, a song, a dance may give expression to feelings arising from the sensory experience.

The need for expression is commonly understood. Artistic or esthetic expression characteristically requires a medium. The painter finds expression through the medium of paint; the sculptor through stone or clay; the musician's medium is sound produced variously; the writer uses words; the body serves as medium for the dancer. By organizing, controlling, modifying his medium, the artist gives expression to feeling and emotion rising out of his experiences in the world; he may be intellectually motivated in presenting some philosophy through his art, or, as children usually do, he may reflect in his use of medium the excitement and satisfaction of immediate everyday life.

Part of the educational function of the summer camp is to provide media of expression and encourage their use. It is not enough to buy wood, paint, linoleum, clay, leather, sheet

metal and provide an instructor in arts and crafts; it is necessary to advance the notion that any material and any act, may be the means of esthetic expression. A well-made bed or a salad may express the artist's interest in more than utilitarian values. The axeman, canoeman, and swimmer who excel, control their bodies' interaction with steel, wood and water through the ability to feel the rhythm, pattern, proportion and balance of their actions. These words, rhythm, pattern, design, balance, proportion, help to identify the art of the swimmer, for example, with other arts, making any activity the start for appreciation of art. There is no difficulty in bridging the gap between an everyday act that is art and the so-called fine arts, except as difficulty rises out of the education of those expected to educate.

Since a camp will not be likely to secure leaders prepared to make the esthetic viewpoint tangible and simply by their own doings, and by their attitude toward the doings of the campers, a second-best is to provide the more usual artistic media and encourage their use in hope that increasing sensitivity to the uses of wood and paint will lead to awareness of the artistic possibilities of speech and movement. Although not all artists understand their function as artists clearly enough to transmit it in words, nonetheless the presence of several artists in camp can introduce a valuable point of view. Musicians can be as ignorant as anyone concerning the use of clay and the arrangement of living quarters and clothing, yet in his own medium, every artist's natural sensitivity can be instructive to those able to perceive.

The instructor in arts and crafts will be an able artist in some field. No amount of technical knowledge by itself gives the esthetic attitude, but an artist who understands one medium can extend his understanding to others and readily gather technique. His relationship to camp activity will not be limited to the specialties of arts and crafts; he will be available to help in planning and execution, not only of so-called cultural activities, but of nearly every usual camp activity. Dramatics, banquets, pageants, circuses, nature lore, Indian life, photography, tent and cabin improvements — wherever there are problems of design, execution and decoration, the artist may function.

The potential range of the arts and crafts instructor is so broad that he will need to be able to work in any medium, and the quality

of his work will depend on his status as an artist. While it may be difficult to find a person able or willing to impose this broad conception of art in camp on campers and counselors, it is not impossible to find a young artist able and anxious to work in varied media if only campers, counselors and director will make this natural and easy for him by coming to him for help and relying on his judgment and ability. Again this throws ultimate responsibility for the success and scope of esthetic education back onto the staff as a whole; as in a school, the cultural level of the staff limits cultural achievement.

Chief danger to arts and crafts in camp is segregation, physical and temporal, since it is sometimes the practice to provide a separate building or corner for art work, available at limited hours. Therefore art becomes a limited part of camp life instead of being the integrating factor required by its educational role. The studio had better be thought of as a center whose activities extend to all camp life, a center for tools, materials and instruction, from which equipment may be taken so that these "leisure time" activities really may be practiced by campers in leisure time whenever, wherever it be found. Also, the studio will be open at all hours, centrally located, so that art may be as natural as a game of ball or tag.

It will cost more in equipment and supervision to make a major activity of arts and crafts, yet the budget for esthetic education need not exceed that for one major physical activity such as swimming, riding, sailing, canoeing. The class method of instruction will be replaced by studio instruction.

Usual class instruction convenes a group of campers with an instructor for a limited period to learn a single art: tools enough for all are needed; introductory instruction is given efficiently to the whole group; projects may be imposed more or less; the size of the group confines teaching to technique; individual instruction and consideration for personal interests and needs is perforce strictly limited. If many activities are offered, the class method involves a large expenditure for tools.

The studio method of instruction brings a group together to engage simultaneously in varied activity, individuals being free to come and go at will, and work as long as they wish at whatever they wish; a few tools suffice for

*(Continued on Page 24)*

# An Abridged Interim Progress Report<sup>\*</sup>

## of the Program of Studies and Research of the American Camping Association, Inc.

By

CHARLES E. HENDRY

Coordinator of Studies and Research



W. I. NEWSTETTER  
Chairman, Studies and Research Committee

In order that the sections of the American Camping Association and the various national agencies cooperating may be appraised of the present status of the studies and research program, and in order to indicate the points at which cooperation is further needed, this interim report has been authorized by the Committee on Studies and Research.

**Three Meetings of the Committee Have Been Held.** On November the 28th in Ann Arbor a basic policy was formulated. This policy appeared in *THE CAMPING MAGAZINE* for December, 1936. The second meeting of the Committee was held in conjunction with the annual convention in Detroit, February 3rd and 4th, 1937. The original policy was reviewed and refined in the light of suggestions received from sections and national organizations in response to the request for such. A preliminary progress report was presented at this time, accepted, and circulated among section presidents. Also, a special report on behalf of the Studies and Research Committee concerning reactions to the basic policy

<sup>\*</sup> This report was released on May the 15th, 1937, and is reproduced at this time in order that all members of the Association may have access to it.

WESTERN RESERVE UNIVERSITY  
Cleveland, Ohio

May 1, 1937

To whom it may concern:

The importance of having facts as a basis for policy and program planning is rapidly becoming recognized by American institutions. Facts become the more essential as transition sets in and as organizations and movements grow and gain momentum. Camping is in just such a stage at the present time. Studies and research, therefore, take on an urgency and a significance of first magnitude. The Committee on Studies and Research is becoming increasingly aware both of the opportunity and the obligation which lie before it.

The purpose, plan and program of the Committee have already been announced through *THE CAMPING MAGAZINE*. The accompanying *Interim Progress Report* furnishes an abbreviated account of what has been accomplished. It also indicates the next steps to be taken and how leaders can further help.

The tentative budget available for studies and research during the current year is limited. It represents approximately \$7500.00, that is, twenty-seven and a half per cent of the total budget of the American Camping Association. Additional funds are being sought for specialized studies. Our first year's effort is being rather rigorously directed toward a broad exploratory survey to discover the areas in which studies and research need to be conducted.

In expressing the Committee's appreciation for the widespread enthusiastic cooperation of camp people throughout America, it is hoped that such may be continued and that the special study of Camp Personnel to be undertaken during the coming summer may have the support which it surely deserves.

Cordially yours,

WILBUR I. NEWSTETTER, *Chairman*

### A Letter from the Chairman of the Committee on Studies and Research

was presented to the Board. Copies of this statement were also circulated to section presidents. The third and most recent of the Committee meetings was held in Chicago on April 11th, 1937. Discussion centered largely upon technical problems related to the program under way. Considerable attention was given to the portion of the budget available for studies and research. The second interim progress report presented and accepted on this occasion was also mailed to all section presidents.



**Acquainting the Constituency Both with the Purpose and Method Underlying the Committee's Work Has Been A Major Activity.** The statement of policy which appeared in *THE CAMPING MAGAZINE* for December and the 5,000 reprints of that statement which have been circulated represent a major effort in this direction. Members of the committee and of the staff have done much to interpret the program throughout the country. Camp leaders have been reached through section meetings, regional conferences, institutes, training courses, and a variety of conferences in widely scattered sections of the country. The program was outlined by the Coordinator before a general meeting at the annual convention. The need and opportunity for further interpretation is still present. During May, the studies and research program of the Association was brought to the attention of three major professional groups at Indianapolis: the Group Work Section of the National Conference of Social Work, the National Association for the Study of Group Work, and the National Association of Jewish Community Center Workers.

**The Central and Primary Objective of Attempting to Uncover the Major Problems and Issues in the Field of Organized Camping Has Been Kept Central and Primary.** Following discussions in regular section meetings, official sectional representatives have gathered in four regional research planning conferences in New York, N. Y., Montreat, N. C., Chicago, Ill., and Asilomar, Cal. This procedure has several values: (1) it has recognized the responsible character of the sectional organizations; (2) it has given the camp practitioner primary consideration; (3) it has provided an effective check on the preliminary statement of policy; and (4) it has yielded many fruitful leads as to problems which should be studied.

Research planning conferences were held with official representatives of seventeen major national agencies in New York the latter part of January. The following agencies were invited to meet: Boys' Clubs of America, Boy Scouts of America, National Y. M. C. A., National Y. W. C. A., Girl Scouts, Inc., Camp Fire Girls, National Girls' Work Service League, Child Welfare League, Jewish Settlements, National Recreation Association, National Education-Recreation Council, Works Progress Administration, American Youth Hostels, American Red Cross, Audubon Societies, and Community Chests and Councils. Following a brief presentation of the purposes and plans which had been tentatively formulated, the national agency representatives were invited to comment, criticize, and offer suggestions with a view to making the undertaking of maximum mutual advantage. The cooperation of these agencies, in the majority of cases, has been most reassuring.

The following seven requests were made of the national agencies through their representatives on this occasion:

1. To make available a bibliography and copies of studies, reports, articles, manuals, books, etc., on or related to camping which have been produced by the agency. Further, it would be valuable for the A. C. A. to have information concerning any new studies or experimental work included in the present program of the agency;
2. To supply to the A. C. A. copies of record and report forms used by local agency camps in supplying information to the national office;
3. To assist the A. C. A. in securing an up-to-date roster of all local unit camps operated by member agencies. Such information would include as a minimum the name of the camp, the auspices under which the camp is conducted, the camp's post office address, the name of the camp director and his or her summer and winter address;
4. To furnish, if possible, a copy of camp standards or criteria used by the national or local agency in evaluating its camps. The value of this information would be greatly enhanced if a statement also could be supplied covering
  - (a) why the standards were developed in the first place;
  - (b) how they were developed—the process involved in their creation;
  - (c) how they are now administered;
  - (d) suggestions growing out of this experience to pass on to the A. C. A. as it undertakes to move out in a similar direction;
5. To indicate the name of the executive officer responsible for the camping phase of the national program, or if there is no such person, the person most interested and qualified to assume that role if occasion arose;
6. To indicate the name of the chairman of the National Camp Committee if one exists, also his or her address. If a National Camp Committee is active, material which would describe its function and its actual program would be most valuable;
7. To supply suggestions as to the kind of problem and issues in the field of organized camping which the national agency would like to see studied cooperatively through the American Camping Association.

In addition to the above contacts, conferences have been held with (a) private camp directors, (b) officials of the National Park Service, (c) the Chief of the Children's Bureau, (d) the directors of Young People's Work and denominational Young

People's directors in the International Council of Religious Education, (e) officials of the Community Chests and Councils, and (f) officers in the Academy of Pediatrics. The most cordial relationships have been built up with these several groups and organizations and valuable contributions have been received from them. In the case of the Community Chests and Councils a jointly prepared schedule has been sent to some 300 Community Chests and Councils throughout the country. This promises to be a most effective method in canvassing the experience and opinions of representative community leaders.

A procedure has been formulated for getting at the observations and opinions of consumers, that is to say, of campers and parents. Pending budget adjustments this phase of our exploratory survey is being delayed. It has also been proposed that a similar effort should be made with selected staff members.

**Three Specialized Studies Authorized at the Outset of the Program and Two Supplementary Studies Are Under Way.** In cooperation with the National Park Service, *a census of organized camps is being made*. The administration of this study from the standpoint of the Association has been taken over by the Executive Director and the Assistant Executive Director. The preliminary task of merely getting an inventory of camps is proceeding rapidly.

*A bibliography on camping is being prepared.* It is the hope of the Committee that three kinds of material can be made available: (1) a comprehensive and complete bibliographical file for research purposes; (2) a bibliography of specialized bibliographies on various aspects of camping and especially camping activities; and (3) a series of pamphlets containing selected and annotated references to the best literature in the different phases of camping as an educational and recreational enterprise. Several bibliographies have been examined and references transferred to bibliography slips. Basic materials consulted, in addition to the usual sources, have included (1) unpublished bibliographical records prepared by Dr. Marie Ready, formerly with the Office of Education in Washington (2) a thesis by William Hiscock St. Marie, Jr. of Springfield College, and (3) another thesis from Springfield College by Harry Loring Quaas. The number of references now on file is well over 1,200. A Committee has been appointed to supervise the further development of this project.

Detailed plans for a comprehensive *study of camp practices* with a view to the development of a set of minimum desirable camp practices have been completed. Preliminary work involves the examination of several attempts to formulate "camp standards" such as have gone forward in certain

national agencies, local Councils of Social Agencies, the National Park Service, and at several camp institutes notably in the Middle West and on the Pacific Coast. An effort is being made to consolidate the best items from the various formulations into an experimental form. The budgetary requirement for the study contemplated is expected to run over \$25,000. Special funds are being sought to make possible this particular project.

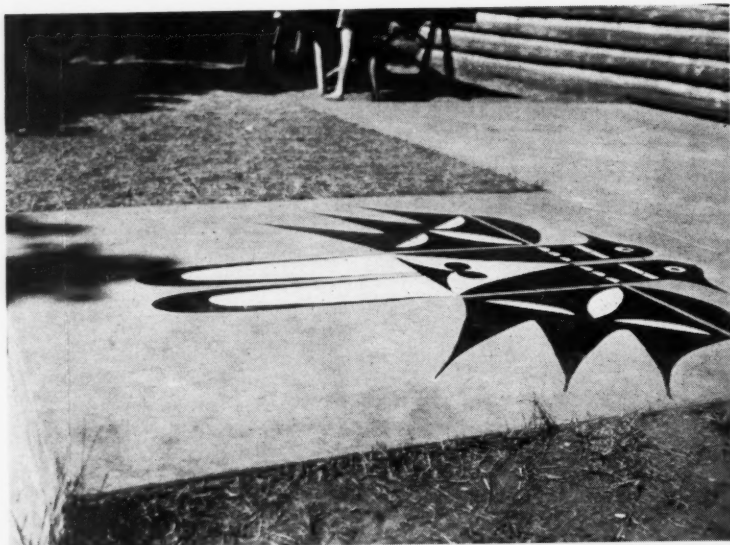
The two supplementary studies referred to above include a *survey of training courses in camping and camp leadership* which is being carried forward co-operatively with Springfield College under the direction of Dean Charles B. Frasher and a joint inquiry with the Community Chests and Councils, Inc. which seeks to discover in some 300 representative cities *the nature and extent of community planning in the field of camping*. A four page printed schedule is being used and a preliminary report on this study is expected by July 15th.

**The Next Steps Ahead Grow Naturally Out of These Present Efforts.** By August it should be possible to compile a final well-classified inventory of problems and issues. To do so now at this stage would be to omit items which are surely to turn up as some of the organizations and groups referred to earlier submit their suggestions. When this list is completed, copies will be distributed widely to those who have cooperated in uncovering the problems and issues. The purpose of this step will be to have the problems rated according to importance, to discover any gaps that may exist, and to give camp people an opportunity to indicate in what specific ways they might care to relate themselves to given studies.

During September and October from six to ten conferences will be conducted, each conference centering attention upon one major aspect of camping such as, for example, health, sanitation, and safety, or selection, training, and supervision of personnel. Specialists experienced or interested in camping, drawn from a variety of sources, will be brought together for a day of consultation. Each conference will constitute a work session and the job will be to map out a comprehensive program of studies, research, and experimentation in each of the specialized fields on the basis of the ratings made as indicated above. Particular attention will be given to questions of method and to a consideration of who should undertake the different projects. When the results of these several conferences of consultants are assembled, the American Camping Association will have a prospectus of projects for cooperative inquiry which may well be regarded as a five year study program.

Two problems of great urgency have risen to the top in practically every discussion held and in every

(Continued on Page 32)



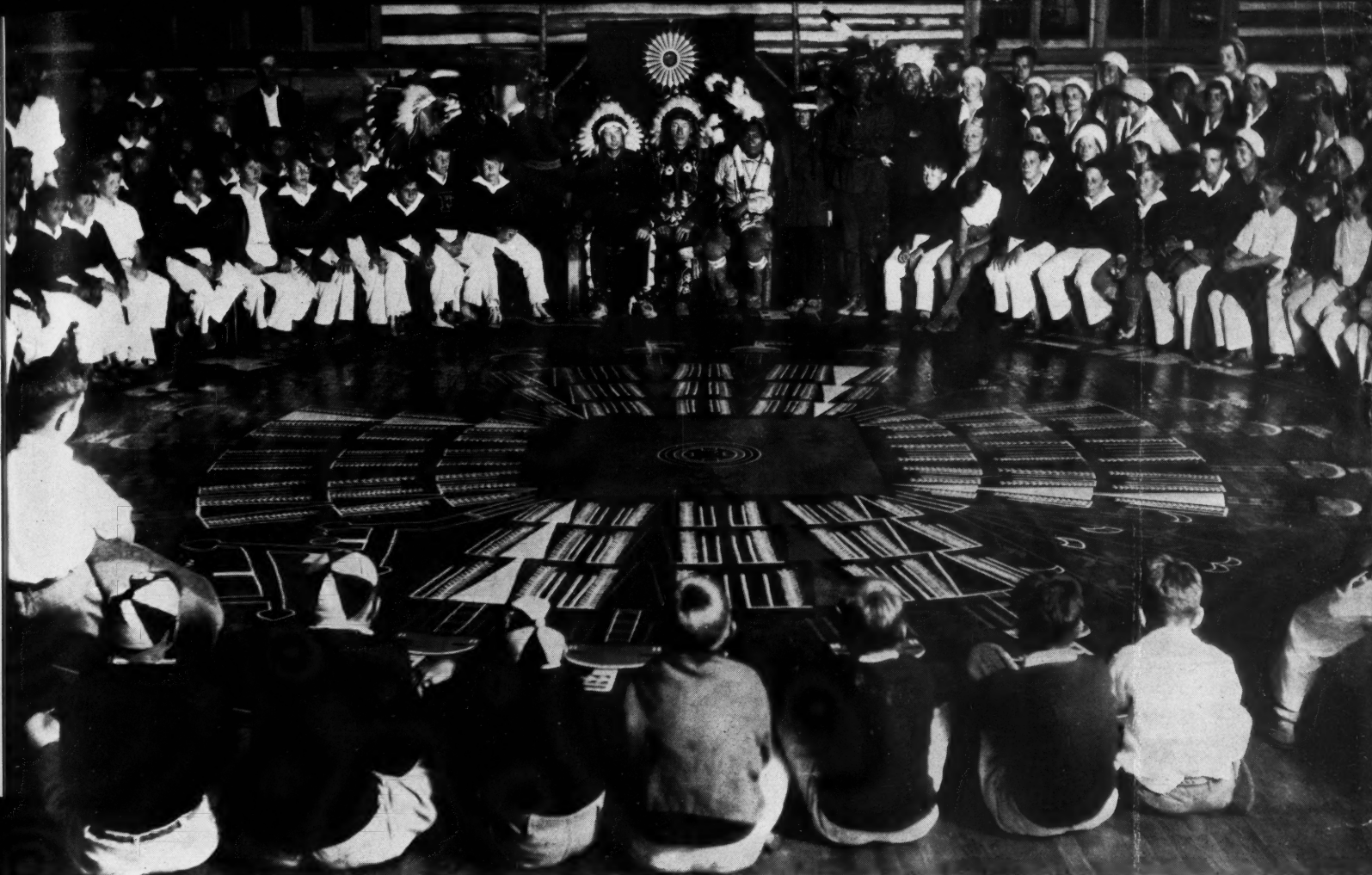
# *Floors*

*Courtesy, Camp Fairwood, Michigan*

*Courtesy, Camp Fairwood, Michigan*







*Courtesy, Camp Fairwood, Michigan*

Floors may be so many boards on which to walk or they may be in themselves things of beauty, an inspiration to all who are near them. Rugs, the usual means of ornamenting floors, are not practical on most camp floors where activity is the order at all hours of the day. Linoleum is commonplace and city-like. The answer is *paint*—it makes possible unique, colorful designs in keeping with the atmosphere characteristic of the camp.

Witness the striking and unusual effects achieved at Camp Fairwood (Michigan): Above is the floor of the recreation hall, a twenty-four-foot circular reproduction of a Navajo sand painting, beautiful in color, intriguing in design. It constitutes an unexcelled indoor council ring when benches are placed around it. At the left is the floor of the Senior Boys' Red Lodge. Above and to the left is a thunderbird on a concrete porch.

Here an Indian theme has been used. Any other source of design may be selected, but one important point must be remembered—the designs must be symbolic and not accurate reproductions. Pictures never challenge imagination as do symbols.

*Make your floors beautiful!*

## The Camping Magazine

THE OFFICIAL JOURNAL OF THE  
AMERICAN CAMPING ASSOCIATION, INCORPORATED

---

BERNARD S. MASON, Ph.D., Editor

---

*Editorial Board of the American Camping  
Association, Incorporated*

Barbara Ellen Joy, Chairman	Mary Edgar
Emily Welch	Julian Salomon
C. Walton Johnson	Boyd Walker

L. L. McDonald

*Advisory Editors*

Ernest Thompson Seton	Lester F. Scott
Elbert K. Fretwell, Ph.D.	Mrs. Paul Rittenhouse
Sidonie Matsner Gruenberg	William G. Vinal
Jay B. Nash, Ph.D.	W. E. Longfellow
Paul Hanly Furfey, Ph.D.	Laura I. Mattoon
Hedley S. Dimock	Frank H. Cheley
Elmer D. Mitchell	Albert Van S. Pulling
Rosalind Cassidy	Augustus D. Zanzig
H. W. Gibson	Fay Welch

Louis H. Blumenthal

---

Vol. IX

October, 1937

No. 7

---

## Follow Up

The campers who, a few short weeks ago, comprised our big, happy family have scattered to a hundred different homes in a score of different cities. In a sense this group still exists as a group, for camp ties still bind and each camper has a very real feeling of belonging. But in a more practical sense the group has disintegrated, never to be brought together again. There will be another camp next year, with many of the same faces there, but many will be missing and there will be many new faces. In composition, in character, in spirit, it will be a different group.

Two months is a short time indeed for the accomplishment of the camp's avowed purposes—its purposes in respect to personality guidance, social adjustment, appreciation, education in skills, and the like. But there is much to indicate that camping's accomplishments in respect to these objectives in eight short weeks each year is most outstanding, so much so that one feels impelled to find some means whereby the process can go on for a longer period. It is obviously impossible, with the present scheme of things, to lengthen the camp season materially, and this being the case, the only alternative is to see to it that somehow the influence of the camp leaders continues to operate effec-

tively in the fall and winter, and the work in guidance does not stop with the closing banquet.

Narrow indeed is his conception of his task if the camp director assumes that his responsibility for the growth of his campers is confined to the brief period they are with him in camp. Such an attitude not only indicates that the director fails to sense his opportunity in respect to guidance, but it spells poor business promotion. The average director does feel a year-around responsibility and is eager to meet it, yet the how of the job is not so clear. And right here rests one of the pressing problems of the moment in camping—the discovery of adequate means for follow up after the close of the season.

The organization camp that takes its following from one city finds its follow-up task easy as compared to the private camp with campers from a score of widely scattered communities. Such an organization director can get at his campers and their parents whenever he chooses, but the private director must work at long range and meet them only periodically.

Many private camp directors send the records and findings concerning the camper to his parents with suggestions as to continuing during the balance of the year the type of guidance the camp employed in the summer. Some directors carry on a regular and lively social correspondence with their campers, supplemented by as many personal calls as possible, and encourage their counselors to do likewise. In this way the camp leaders continue to inspire and to direct. Some directors are attempting to limit their following as much as possible to a few centers of population, with counselors selected from those same centers. Thus localized, regular meetings of the campers and counselors are possible, in this way keeping alive the fellowship, the traditions, the spirit of the camp, and permitting the continued work in guidance.

But all that has been done to date is but a feeble beginning in developing the techniques of this important and somewhat newly sensed problem. Much work needs to be done here, and the efforts of everyone along this line should be passed on to others. In the meantime, and while the season is still fresh in the minds of all, let us get close to each of our campers and keep going the processes we strove so hard to set in motion last summer.

# Peter Pan's Night

By MARY S. EDGAR

Glen Bernard Camp

Canada

IT MUST always be a night of clear moonlight, and the small campers must not even suspect that Peter Pan is abroad. Taps has been sung, the flag lowered, the last tooth brushed, and every Junior tucked snugly into bed. They are not yet quite asleep when the Pirates descend upon them. The Pirates are very ferocious-looking with big black curling mustaches, and bright head-dress and perhaps a blackened eye, but nevertheless there is something familiar about the voices of the Pirates and the twinkle in their eyes. It is thrilling to be kidnapped by Pirates on a moonlit night especially if you suspect that the terrible-looking person is really a friendly counselor.

There are squeals and shrieks and peals of laughter coming from every cabin of Junior Camp as the Pirates haul their young victims out of bed and whisk them off through a trail in the woods.

But something magic has happened! It is not the deep dark woods they expected. It is a fairy land all lit with dozens of gorgeous brightly-colored lanterns hanging everywhere among the trees. There is the sound of a flute from somewhere up high, and suddenly Peter Pan appears on the balcony of the Wendy House, which is built up in the trees. He wears a green garment with fringe and lacings and a little green cap with a feather in it. He takes the flute from his lips and waves a welcome to the children and the Pirates, as he comes part way down the steps of the Wendy House.

"I am Peter Pan," he tells them. "I am Youth! I am Joy!" Then he tells them how he came to live in Never Never Land long, long ago—how he still lives there *always*. "And often" he says, "when the moon comes out I do a magic and lure children from their beds away off to play with me and the fairies. You

know there *really* are fairies. When the first baby laughed for the first time, its laugh broke all up into lots of little bits. Those little bits all went skipping about—and that was how fairies began. When a child says: 'I don't believe in fairies!' there is a fairy somewhere who falls down dead. Oh, you *do* believe in fairies, don't you? If you do please clap your hands!"

An instantly there is a spontaneous, and vigorous clapping of hands by all the little wide-eyed figures who stand below.

"In Never Never Land," continues Peter Pan, "we have wonderful adventures. There are all the lost boys you know. They are the children who fell out of their perambulators when their nurses were not looking. (If they aren't found by their friends within seven days they are sent off to Never Never Land.) Then there are the Pirates—you've met them already! Their Captain is Captain James Hook, the most ferocious Pirate who ever lived. He is always searching for me because once in a fight I cut off his right arm and flung it to a Crocodile. The Pirate still wants his arm and the Crocodile still wants the rest of Captain Hook.

"One time the Lost Boys decided to build a house for Wendy—a house something like this one, because you see we all like Wendy. She is a sort of little-girl-mother to us and *should* have a house where she can tuck us into bed and tell us stories. Wendy and the boys had to leave Never Never Land and go back to their mothers but once a year they are allowed to come back and visit Peter Pan. So too, if you are very, *very* good, you may come and visit me once a year when the moon is just right, as it is tonight.

"There is so much more I could tell you  
(Continued on Page 25)



## Book



## Corner

**Let the Child Draw: An Experiment in Culture Building.**

By Van Dearing Perrine (New York: Stokes, 1936) 88 pages, cloth, illustrated.

In this tiny book Mr. Perrine gives a delightful account of a rather casual, happy experiment in helping young children draw. He stresses that natural creativeness can be aided in its unfolding only by constructive understanding and freedom from criticism which gives rise to self-consciousness. He also shows that the person who solves a child's problems for him, by short-cutting the process of development and eliminating all the by-products received in it, removes the most vital part of the learning from the child.

While the whole book consists of carefree, vivid glimpses of the children as they draw, and is profusely illustrated by their finished creations, woven through it is a profound philosophy which restores "education" to its original sense of "leading out." This the author maintains must be adopted if we are to form a culture of our own, which will be living and not a mere storehouse of bygone things.

Anyone interested in the creative aspect of camp will find this experiment interesting, the sketches intriguing, and sometimes amusing, and the philosophy not only challenging but compelling.—M.L.N.

**Eating Thunder and Other Stories**

By Robert Sparks Walker (New York: Association Press, 1933) 164 pages, cloth, \$1.75.

Here is as delightful and as valuable a collection of informative little stories of the out of doors as has ever come to this reviewer's attention. Forty chapters, each a three- or four-page story about some interesting and little-known fact of nature, make up a volume of outstanding worth to all who lead in the out of doors.

A boy, possessed of that boundless curiosity and thirst for outdoor information that is characteristic of all youth, is blessed with a father who is wise in the ways of the woods. The relentless questioning of the lad falls on sympathetic ears, and thus many a mystery is unfolded in ways that are sound educationally.

The book is clever, both in content and in the teaching method suggested. The selection of subject matter is particularly praiseworthy—leaving the more obvious and traditional outdoor objects to the nature texts, it deals with little things that are all around us, but to which most of us are blind. The way these little facts are woven into a vivid dis-

course makes the book particularly fascinating reading for young and old.

The book should be in the hands of every nature counselor and hike leader. While the information it contains is valuable, the more important contribution rests in the delightful, informal method of presenting it to boys and girls. —B.S.M.

**Amateur Power Working Tools**

By A. Frederick Collins (Philadelphia: J. B. Lippincott & Co., 1937) 188 pages, cloth, \$1.75.

Here is a practical, serviceable book for the swiftly increasing number of woodworkers who are using power tools, such as the drill press, the lathe, the scroll saw, etc., in their spare time. In clear and simple language the author describes the different types of power tools, and the different makers of each type as well, their cost, their uses, and how to get the best and most varied service from them. Line drawings and half-tones amply illustrate the subject matter.—B.S.M.

**Forests, Trees, and Wood**

By F. E. Tustison (Peoria, Illinois: The Manual Arts Press, 1937) 95 pages, paper, 65c

This excellent little manual on forest problems, conservation, lumbering and lumber, and the qualities of the various kinds of wood, is designed for use in the teaching of the industrial arts. It maintains that such instruction should not be confined alone to manipulative experiences performed with the hands but in addition should place emphasis on the social and appreciative values.

The book is filled with information that would be useful in a summer camp. It certainly is entitled to a place on the camp bookshelf.—B.S.M.

**Tin-Craft as a Hobby**

By Enid Bell (New York: Harper & Brothers, 1935) 111 pages, cloth \$2.00.

Tin, a material used by craftsmen of all countries throughout the ages, is rapidly gaining its deserved phase in modern American arts craft. The tinsmith of New Mexico and Mexico practices his ancient art, and his products, beautiful in design and workmanship, are proof sufficient of the craft value of this material.

The book shows by diagrams, designs, pictures, and descriptions, just how to proceed to get the best results in the use of tin. Many projects of varying complexity are described in detail.

Tin is an ideal medium for arts craft in camp and club. It is easy to work, hammered design shows up with delightful vividness, and it is inexpensive.

## Swapping Ideas

### Scrambles

Children, wherever they are found and however old they are, have a perennial passion for scrambles. The evening program is over and the campers, seated in a circle in the recreation hall, are about to leave. Just as they arise, the leader reaches behind a screen, pulls out a basket filled with candy kisses, and throws its contents wildly across the floor! A second or two of surprised silence, and pandemonium breaks loose as the campers dive to the happy task of filling pockets to overflowing. Or perhaps it is a half bushel of apples. Three elements make of the scramble a memorial event always—the element of sudden surprise (for it should be so handled that none anticipate it), the joy resulting from the competition of the scramble itself, and the unexpected treat of something good to eat.

### Advice to Parents on Letter Writing

Our experience over a period of years at the Dixie Camps indicates that as the camp season nears its close, parents are inclined to write letters to campers of such a nature as to turn their attention from camp to home and thus prevent them from reaping the full benefits of the closing days of camp. For the past five years we have sent the following letter to parents three weeks before the close of camp, with the result that we have forestalled quite effectively the influx of letters filled with sentimental stuff. Parents have cooperated wholeheartedly and we regard the plan as very much worth the expense.

#### DEAR DIXIE CAMPS PARENTS:

It is just three weeks until the close of our Dixie Camps season. I am sure that you are eagerly anticipating the return of your son.

It will be quite natural for you to express in your letters to your son your eagerness to see him and to mention the welcome home plans you are arranging, and how happy you will be to have him with you again.

During the many years of our Dixie Camps we have discovered that such letters have a tendency to divide the interests of the child and prevent him enjoying to the fullest extent the closing days of Dixie Camps, and also from getting the fullest possible benefit.

So I am writing to suggest that in your letters from now until the close of camp instead of mentioning anything about his home-coming that you write about his activities in camp in such a way as to center his mind in the camp until the very closing day. We are very certain such letters will cause him to continue to be very happy indeed, to enjoy the camp to the fullest and to receive the greatest possible benefit.

May I suggest that you write a "Welcome Home" letter to your son; address it to him and enclose this letter in an envelope addressed to me, to be delivered to your son on the closing Sunday afternoon of camp. Your letter will be handed to your son on the last Sunday afternoon. He

will very greatly appreciate such a letter.

We are having a very wonderful season and I am certain your son will return with enthusiastic reports of his pleasant experiences and that you will be greatly pleased with the many benefits he has received.

Very sincerely yours,

A. A. JAMESON

### An English Fair

POSTED ON BILLBOARD.

*Hear Ye!*

*Holiday Proclaimed!*

*English Fair on the Green!*

5 P.M. Games and Contests for all (prizes for winners).

- Throw to knock down the last sheave.
- English Derby.
- Handicap races.
- Corn Husking.

6 P.M. Tea and Crumpets.

6:30 P.M.

- Maypole Dance on the Green. (Peter Pan Unit)
- His Lordship's Choristers. English Ballads in Pantomime (Romany Unit)
- The Silver Arrow Play. (Robin Hood Unit)
- Shakespeare Players. (Pioneer Unit)

Scenes from:

"As You Like It"

"Midsummer Night's Dream"

- Crowning of the Village Queen.

MARY STEVENSON

*Girl Scout Local Director, Evansville, Indiana*

### Local Historical Pageant

"TIME'S GLOBE"

Prologue ..... (Narrator)

Pages:

1. Charter 1609
2. Cession 1784
3. Northwest Territory 1787
4. Indiana Territory 1800

Episode 1 1765 Wabash Valley Indian Village

Scene 1. Tecumseh watching his tribal dances

Scene 2. French claiming land

Interlude ..... (Narrator)

Episode 2

Scene 1. Arrival of the Rappite Family

Scene 2. Five years later—Founding of New Harmony

Characters:

1. Narrator
2. Pages
3. Red Men
4. French Trader
5. French Missionaries
6. Father Rapp
7. Frederick Rapp
8. John Schreiber
9. Rappite Families.

MARY STEVENSON

*Girl Scout Local Director, Evansville, Indiana*

## Seen and Heard

### Southern Counselors in Summer Session

The Counselors' Section, Southern District, American Camping Association held its initial summer meeting at The Battery Park Hotel, Asheville, N. C., on July 23, 1937. The meeting opened with an address by Dr. Frank Howard Richardson, of Black Mountain, N. C. After luncheon there were round table discussions led by representatives of The Counselors' Section. One hundred and forty-two representatives registered at the meeting, representing twenty private camps in the Southern Section. The officers of the Association are: President, Miss Helen Misenheimer of Camp Yonahlossee, Blowing Rock, N. C.; Vice-President, Miss Julia Leach, Camp Sequoyah for Girls, Bristol, Va.; Secretary, Mrs. A. W. Norman, Eagles' Nest Camp, Brevard, N. C.

### Frasher and Clark Resign at Springfield College

Charles B. Frasher, Dean of Freshmen at Springfield College, and Harry R. Clark, instructor in physical education, resigned their posts in June to pursue graduate studies in various universities. Both are active, loyal members of the New England section.

### Great Lakes Re-elects Wilson

The Great Lakes Intercamp Council re-elected Dr. C. A. Wilson to the office of president at their recent meeting. Other officers are: Cliff Drury, vice-president; and Mrs. P. O. Pennington, secretary-treasurer.

### New Section Organized at Montreal

A new section of the American Camping Association has recently been organized in Canada, bearing the name of Montreal Section. F. M. VanWagner, director of Camp Nominique, is the president. The two vice-presidents are Dorothy Percival of Camp Ouareau, and L. A. W. Pepperdine of University Settlement. W. J. G. Macdiarmid of Camp Kana-wana holds the office of secretary-treasurer.

### Twin-City Section Elects

The newly elected officers of the Twin City Section are Mildred Casey, president; Harriet Rust, vice-president, and Olive L. Crocker, secretary-treasurer.

### Schoolboy Traffic Officers' Training Camp

A schoolboy traffic officers' training camp was operated on the Boy Scout Reservation at Indianapolis, Indiana, early in September under the auspices of the Indianapolis Safety Education Council and the Council of Parents and Teachers. A four-day period of training in safety practices, first aid and life saving was designed to prepare traffic officers for duty in the schoolboy safety patrol squads. The schools participating sent two boys each who will serve as captain and lieutenant of this year's traffic squad. Expenses were paid by the Parent-Teacher Associations.

### Columbus Camps in Indian Style

A new \$50,000 camp for children has been constructed at Columbus, Ohio, the contribution of the WPA and FERA. The camp is built on the Indian plan and is replete with Indian atmosphere. Being located in the Wyandotte Indian territory, the program centers heavily around Indian lore. The camp has twelve bunk houses, a director's cottage, a recreation hall, a mess hall, and various athletic facilities.

### Nature Vandals

Along with the new advance in nature recreation, picnicking, and overnight camping by the general public goes a definite hazard to the wild lands, according to Dr. William G. Vinal. A similar word of warning comes from a prominent museum director: "I can feel that all this sending of the general public into the country works havoc with the wild life. . . . The cleaning up and improving of the wilderness and the establishment of recreation centers spell the end of natural conditions. . . . The 'general public' cannot be educated to appreciate the wilderness and are for the most part vandals."

### New Location

The offices of the American Camping Association, Inc., and of THE CAMPING MAGAZINE will be located at 330 South State Street, Ann Arbor, Michigan after September 30, 1937. Our former location at Lane Hall has been taken over by the University of Michigan. Please address all communications to our new offices.



## Reprints

Many Camp Directors wish to secure reprints in quantities of articles appearing in THE CAMPING MAGAZINE, to be placed in the hands of counselors for counselor training, or to give to parents of prospective campers as camp promotion. Any article appearing in any issue of the Magazine may be reprinted in quantities of 50 or more at the order of any reader, provided the Executive Officers of the Magazine are notified within two weeks after receipt of the issue containing the article. The forms are torn down within one month after the date of publication. Certain articles much in demand by readers may be kept in type longer than this, but the Magazine does not agree to keep any material in type longer than one month.

Individual copies of articles appearing in past issues of the magazine may frequently be obtained from the Executive Offices—it is the policy of the Magazine to retain a few reprints of all articles that receive reprint orders and to make them available to readers as long as they last.

A small charge is made for publishing reprints in quantities, sufficient to cover the cost of printing and handling, this price depending on the length of the reprint and the quantity desired.

## Animals in Camp

That which is commonplace to the farm lad is often high adventure to the city youth, and vice versa. The domestic animals of the farm hold peculiar intrigue for campers coming from cities, and this being the case, are among the best of features for an organized camp. What is camping if it is not living with the things of the woods and open country?

Two or three hens and roosters have been known to fascinate the younger campers throughout an entire summer. The same is true of a couple of ducks and a goose. Too many of any of these, however, destroy the pet aspect that develops when only two or three of each one are present. These are inexpensive items and certainly should be found in all camps.

A billy goat makes a camp pet *par excellence*. The intelligence of the goat, his mischievous nature, and his constant pranks will provide a never-ending source of joy.

A baby pig is among the best of animals for camp—he will not want for care and attention.



One boys' camp has a tiny bucking burro that has had experience in a circus. No sooner does one get on his back than he is promptly tossed off, yet the burro is so tiny that the fall can hurt no one. Burros, whether trained to buck or not, are always centers of attraction in camp, not to mention their usefulness as animals of burden. Their stubbornness and their well-known temperamental qualities will furnish gossip and anecdotes for months to come.

Let's have more animals in camp.

## New England Directors in Fall Meeting at Camp Kehonka

Gathered at Laura I. Mattoon's Camp Kehonka in New Hampshire, the New England camp directors engaged in a delightful and constructive three-day autumn conference September 7th to 9th. With Roland Cobb, president of the Section, presiding, discussions were held on such pertinent problems as counselor training, camps for older campers, reports to parents, arts and crafts, and red-letter

days. The mimeographed summary of these discussions is interesting, profitable reading.

In respect to the training of counselors, the directors felt the need for ways of determining the qualifications of counselors before they were engaged, thus providing a greater assurance that new counselors will be successful. While it was felt that college and other counselor-training courses should be continued and expanded, yet all agreed that much of the responsibility for training must be assumed by the camp itself. A need was expressed for a source of older and thoroughly trained counselors with executive ability.

## Creative Art

*(Continued from Page 12)*

each activity since only a few campers engage in any one activity at a time; introductory instruction makes heavy demands on the instructor, relieved by visual elementary self-instruction charts, and by the ever increasing ability of the campers to teach one another; the instructor meets each camper as an individual, adapting instruction to interest, ability and needs, while having opportunity for valuable personnel work. Many activities can be offered with little expense, since a small unit of equipment is needed for each.

Studio instruction makes the camper more important than the activity, requires the instructor to deal with personality rather than technique, and because the choice of activity is varied and free, places responsibility for lack of interest on the camper.

Art and craft activities selected for camp will not be determined by the instructor's interest or limitation, nor by handicraft supply houses, but by immediate values and potential carry-over of each activity. In general, activities depending on special materials or kits do not hold the possibilities of the more ancient

and established arts and crafts. The building of model airplanes, however popular, is a strictly limited activity; it is possible to secure unprocessed materials and be independent of kits, but the step between assemblage of a plane and acquisition of the technical knowledge required to design one is very great. In contrast, pottery, weaving, basketry, woodwork, are very old arts; primitive as well as modern methods may be used, and the resources of centuries may be drawn on to make work in camp meaningful in preparing individuals to furnish homes with contemporary products.

Camp activity may begin with indigenous materials, costing little or nothing. Grasses, reeds, rushes, roots, vines, bark for basketry; native clays and primitive firing for pottery; forest materials for woodwork. In addition, materials will be secured for weaving, drawing and painting, metalwork, printmaking, leatherwork, and many others.

Many camps will establish craft shops where there is art mainly by chance and because it is hard to keep down. At certain hours daily, boys and girls will be herded or encouraged to go into these shops where they will be shown materials and tools and told how to use them. At first projects will be presented to whole groups and patterns will be traced or copied; sometimes ready-prepared molds, stamped designs on wood, metal and leather, and various half-finished kits will be used; after a time, a few individuals will branch off on special projects and be given special instruction by instructors who will not recognize individualization as an advantage but only as an additional burden. It is entirely possible for campers to engage in such activity and emerge as dependent on instruction and prepared materials for their artistic activity as they were when they began.

It is better to establish a studio center with equipment, materials and instruction available for any art or craft activity. It is better to permit campers to follow their interests and determine the studio program thereby. It is better to concentrate, not on technique, but on the notion of using materials and tools beautifully for the expression of feelings and ideas not otherwise expressible. Then gradually carry over understanding to permit similar use of action and speech as means of artistic expression.

---

INVESTOR, FORMER CAMP COUNSELLOR, MARRIED, two children, seeks active, personal participation in eastern Christian boys' camp on partnership basis providing assured annual income. Offers mature judgment, good social and family background, requisite physical and temperamental equipment, broad travel and cultural experience and familiarity with camp activities. Expert canoeman, swimmer and horseman. Able to tutor in French and Spanish. Only established camps of sound reputation capable of standing thorough investigation will be considered. Box 300, THE CAMPING MAGAZINE, 330 So. State St. Ann Arbor, Michigan.

---

## Home Again! So What?

(Continued from Page 4)

changes we believe we are making in the lives of boys and girls. And, I suggest that the most fruitful approach will be that which looks afresh at parents, which perhaps even brings them in to help us evaluate our programs and which considers ways and means of making camping a truly cooperative character-building effort.

## Peter Pan's Night

(Continued from Page 19)

about Pirates, and fights with wolves, and Indians but this is a party-night, and now the games must begin."

There is a rush to take hands with the Pirates—even Captain Hook himself, as a circle is formed for some familiar singing game. Then there are the swings. It is specially thrilling to sit on a swing and point your toes towards a star as you go swinging up among the trees. There is a teeter also on which four of the little pajama-clad people take turns bobbing up and down in the moonlight among the silvery white birches. Perhaps most exciting of all is the mysterious appearance, out of the darkness, of cookies and refreshing fruit punch served in bright-colored mugs of red and yellow and green.

All too soon it is time to leave the lantern-lit realm of Never Never Land. Waving a friendly farewell to Peter Pan, who stands on the top-most step of the Wendy House, the kidnapped Campers troop back through the wooded path to their cabins, to be tucked into bed by the Pirates, and to dream, perhaps of fairies, gay-colored lanterns, or a swing in the moonlight.

## Campcraft

(Continued from Page 8)

the Examining Board, appointed by the Commissioner of Inland Fisheries and Game, will receive a Junior Guide Certificate in recognition of woodcraft and campcraft skills and some knowledge of the State's various conservation programs.

The above questions are but samples to indicate the types of knowledge and skill which the Junior Guides of Maine will acquire. The program allows some choice in the requirements

### LEATHERCRAFTERS—

We supply everything needed for this fascinating work. Largest assortment of materials at lowest prices. Samples FREE to teachers, camp instructors, etc., who write for same on official letter-head or give connections. Others

SEND FOR  
SAMPLES  
ENCLOSE  
5 CENTS in  
Stamps

**ART LEATHERS**  
FOR THE LEATHERCRAFT WORKER

Headquarters for Art  
Leathers, whole or half  
skins, also cut to measure.  
Tools, designs, lacings, both in  
calf and goat skin, snap fasteners  
to match leathers, leather dye, wax  
polish, Sphinx Paste, slide fasteners  
and bag plates. Book on leather work \$1.00  
Tell us your wants—we'll quote prices.

**W. A. HALL & SON**

250½ Devonshire St., Boston, Mass.

### Executive Service Corp.

40 East 49th St., New York, N. Y.

LADIS L. BUCEK, President

Complete Camp Personnel including Directors, Counsellors, Medical Staff, Office Workers, Dietitians and Chefs. Male and Female.

MABLE S. CARTNER, Camp Placement Director

to be met but certain fundamental points are compulsory.

To help train counselors qualified to teach Junior Guide skills, a Campcraft Conference met at Blazing Trail, Denmark, Maine, from June 22nd to 26th, 1937. The instructors were: A. Macdonald Murphy, from Camp Winona; Harry E. Jordan, experienced Maine Guide and Canoe man, from Blazing Trail; Austin H. Wilkins, from the Maine Forestry Department; Archie Grover, from the Maine Inland Fish and Game Department; Arthur Larner, Outdoor Cooking, from Blazing Trail. Commissioner George Stobie of the Department of Inland Fish and Game, made several visits, as well as Everett F. Groaton, Executive Secretary of the Maine Development Commission.

Answers to questions asked on page 8

1. Any thoroughly dry shavings, birch-bark, cedar, pine.
2. Wood from a standing dead tree, bark off. Split the log and dry wood is in the center.
3. Hard woods make the best cooking coals and do not spark.
4. Water is best, but if not available chop off the burning embers and smother with dirt.
5. By trenching, water and back firing.
6. Boil it. To kill the germs.
7. Drainage should be away from camp and water supply.
8. Shelter tent, bedding, axe, grub, cooking utensils, and matches.
9. Bake and boil, avoid fried foods as much as possible.
10. Reflecting oven.



11. A long pole with an iron pick to propel or retard the progress, usually in fast water.
12. The presence of submerged rocks.
13. It would be very difficult to steer.
14. When heading into the wind.
15. Crosspieces from rail to rail, to strengthen the canoe.
16. A dry fly is oiled and floats for surface fishing, a wet fly sinks for deeper fishing.
17. Fishing with hook and line drawn along through the water.
18. The only lasting way is to blaze the trees with a hatchet. If there are no trees use stones and rocks.
19. To travel in a straight line. Blue tip of needle is north.
20. A map showing the surface features of a region with trails and roads.
21. Always shut and covered when not in use. Keep clean and sharpened.
22. Mt. Katahdin. 5267 ft.
23. Moosehead Lake.
24. Never point a gun or rifle toward a person, never walk or ride with a loaded gun, (leave breech open and chamber empty until ready to fire). Don't lean on the muzzle.
25. Ivory, gold or red bead on front sight.
26. Maple and birch.
27. They smoke too much, no embers for slow cooking.
28. Open season is the time set by the State when hunting and fishing are allowed.
29. The first and last are protected.
30. A stimulant, adhesive tape, a disinfectant, sterilized bandages.

## CCC Camp Education

(Continued from Page 6)

From the time that the enrollee arises in the morning until he retires at night his time is filled with purposeful activity and new experiences. He learns to get along with others; he works with them; he eats, plays, and studies with them. After having spent a day of work during which he learns the value of work habits and receives useful instruction, he returns to the camp in the afternoon to find an organized program of education and recreation. Besides his regular class work there are arts and crafts groups, dramatics, music, debating, discussion groups, and camp newspapers. These activities have been organized with the view of making the fullest possible educational use of them. The Camp Adviser feels if he can interest the enrollee in one of these avocational activities that he will have

a better chance to discover the enrollee's educational and vocational interests. Wherever possible, camp classes are built around a practical project of an avocational character. For instance, camp classes in English and grammar use the company newspaper for publishing essays and articles written by the men. Classes in civics, history, and current events use the camp forum or discussion group as a means to arouse the learner's interest. Last November, there were 1,849 newspapers being published by CCC enrollees. During the same month, 30,493 camp members were participating in music groups and 12,020 were pursuing dramatics. Last August, a survey conducted by the Office of Education among 882 camps revealed that 65 per cent of them had regular forum or discussion groups and that 17 per cent had debating societies.

Taking further advantage of opportunities to develop the men, camp officials train them in good manners, polite conduct, and cooperative activity. Citizenship and character qualities are developed through everyday experiences. Several camps have encouraged the organization of enrollee civic groups and advisory councils. A camp in New Jersey, a few months ago, elected a mayor and council from among the enrollees to advise and confer with company authorities on welfare matters. Last month, a newly elected council of enrollees was installed in office at Company 2685, Kalkaska, Michigan, and is now meeting regularly each week to consider local conditions and make recommendations to the Company Commander.

### *Progressive Methods and Techniques*

The fourth educational contribution of CCC camps is their use of progressive methods and techniques for arousing the ambition and interest of the men in further learning. Since participation in the camp educational program is on a voluntary basis, enrollees must be attracted to it and impressed with what it has to offer them. Counseling and guidance are therefore at the heart of CCC education. If the men can be shown through a series of conferences that camp training will help meet their problems, they will participate; otherwise, they will take no interest. The fact that 89 per cent of the Corps is now voluntarily taking camp instruction demonstrates that enrollees, by and large, see value in it.

The Educational Adviser begins the first day

## Plan NOW for NEXT Summer

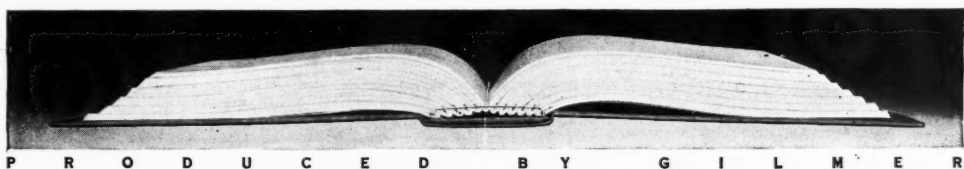
By filing every issue of Camping Magazine as soon as received. The news of this season's camps will help you in planning your activities for next year.

To help you keep them all in good shape, we have arranged for a supply of specially made binders to hold eighteen issues. This will enable you to build up a handsome reference volume which will be immensely valuable to you.

We believe this to be the best binder built. It is covered with green buckram with the title stamped in gold on rich red leather. It binds your magazines without cutting or punching. Best of all it opens flat like a bound book, which makes it easy to read.

Sent postpaid on receipt of Price, which is only \$2.00. If you are not more than satisfied, we will refund your money. Order Today.

**THE CAMPING MAGAZINE**  
**330 SOUTH STATE STREET** **ANN ARBOR, MICHIGAN**



a new contingent arrives in camp to find out all he can about each individual's past record, home background, training, experiences, skills, and ambitions. He studies every man's accomplishments and then carefully helps him in developing an educational and vocational plan. The relationship, therefore, becomes one of man-to-man, or helper-to-friend. During last November, 127,336 enrollees or 35 per cent of the camp enrollment were given personal interviews by Camp Advisers.

Interviews in the CCC are conducted as informally and friendly as possible. During such periods, the enrollee feels that he may talk freely, give any necessary information about himself or his experience, and indicate what he wishes to do in future years. In turn, the Adviser attempts to discover the enrollee's individual capacities, what lines of work he is best fitted for, and what opportunities there are in the camp for his immediate development. The enrollee's program of instruction is shaped in accordance with what these interview periods reveal.

The best kind of guidance, we feel, is to let the learner try his hand at various kinds

of work in which he is interested. CCC camps afford scores of work projects and jobs which may be used to discover individual aptitudes and abilities. After having pursued a variety of jobs, the enrollee has a clearer conception of what occupation he should follow and what he needs to do to equip himself to enter it.

In pointing out the guidance approach in CCC education, Mr. Joel E. Nystrom, Corps Area Adviser of New England, states: "Camp education is a mass demonstration of progressive education, not education for education's sake, not a continuance of standardized educational forms but a student-centered program with the needs of the individual enrollees dictating the nature and content of the program. This approach involves the most thorough sort of stock taking, personally interviewing every enrollee, cumulative record card and folder for every enrollee, and achievement, general ability and vocational aptitude tests for those who need them."

To enrich regular class work in the camps, Advisers are making use of films, slides, and the radio. These modern educational devices are being employed to a good advantage for

camp purposes. Many of the courses for enrollees are built around a series of films or slides or around an instructive radio program such as the Town Hall Hour of the Air. During last November, 6,970 educational films were shown to CCC men, and 11,124 lectures were delivered on special topics.

#### *New Instructional Materials*

The fifth educational contribution of CCC camps has been the new instructional materials which have been provided for young adults. These materials are of a practical up-to-date nature and are written primarily to arouse and hold the interest of the learner. As already pointed out, the average age of CCC enrollees is around 20. Yet a large number of them are on the elementary school level and have had very little or no vocational training. Subject material for these men must therefore seek to develop them in rudimentary principles and meet their special problems. At the same time, this material must be presented in a way that will appeal to young adults and will employ the terms and incidents they are accustomed to in their everyday lives.

For enrollees on the lower elementary or functionally illiterate level, we have prepared special reading courses which omit stories like those of "The Little Red Hen" or "The Three Bears" and use incidents related to the ordinary experiences of these men. Stories based on hunting, fishing, travel, games, and biography are much more appealing. The Ninth Corps Area with headquarters in San Francisco has published a course entitled, "A Gateway to Reading" which is filling a very definite need in the camps. Special materials have also been prepared by Corps Area educational offices on elementary spelling, writing, arithmetic, and other rudimentary subjects.

Probably the best course materials produced by the CCC have been those in vocational and avocational fields. During the fall of 1935, the CCC Office of Education published lesson outlines on fifteen vocational subjects and a manual for instructors. Vocations covered in this series included carpentry, stone masonry, agriculture, electric wiring, photography, cooking, auto mechanics, and others. The CCC Office of Education and Corps Area Educational Advisers have gone to some length in issuing materials on job analysis and the development of manipulative skills. Manuals for technical

foremen and instructors on work projects have also been issued.

To stimulate the youth's interest in leisure time activities, Corps Area Advisers have published bulletins on Block Printing, Book Binding, Journalism, Coppercraft, Nature Study, and Leathercraft.

Correspondence study has enjoyed a steady growth among the enrollees. The Ninth Corps Area, comprising the Pacific Coast states, has set up a correspondence extension division which has served over 30,000 enrollees. From this extension division may be taken courses, varying all the way from elementary to college subjects. Most of these materials have been especially developed for CCC purposes, in cooperation with the State Department of Education of California. The Universities of North Dakota and Nebraska have also prepared courses directly aimed at CCC needs.

In my opinion, material of the kind which has been prepared to meet the requirements of CCC enrollees, could be used effectively with other types of out-of-school, unprepared, and unemployed youth. It is my hope that we shall be able, more and more, to share our courses with other institutions seeking to better prepare young adults for contemporary demands.

#### *Summary*

In conclusion, may I invite your interest in the development of the CCC to perform a further service in human as well as physical conservation. Providing as it does a combined program of training and work designed to meet individual needs, the Corps should become an integral part of the educational and camping system of the country.

Suggestions have come to the National Administration that certain CCC camps be set aside for affording college and high school students practical training and experience each summer. Also, a recommendation has come to Washington asking that CCC camps be provided each summer for needy boys, twelve to seventeen years of age, to pursue training and work. All of these suggestions are timely and should receive due consideration.

In addressing the Middle States Association of Colleges and Secondary Schools in Philadelphia last November, Professor Charles H. Judd of the University of Chicago stated: "Minors are not going to be absorbed into industry and



commerce, nor derive their education and living from work on the farm or in the home." He, therefore, advocates that an expanded educational system be provided to attract the interest and participation of these young people, and he suggests that the Civilian Conservation Corps be made a part of this expanded system.

Having come through more than three years of testing, the Corps now awaits further development as an ongoing part of American institutional life. We have ahead of us the work of consolidating the educational gains made by the Corps thus far, and the integration of its human services into the life and institutions of the country. Toward this objective, I bespeak your hearty cooperation and assistance.

#### Camp Warren Supplies June Frontispiece

The beautiful camp picture used as the frontispiece in the June issue of THE CAMPING MAGAZINE was taken at Camp Warren, the camp of the Minneapolis Y.M.C.A. The cut was generously loaned to the Magazine by Camp Warren's director, John S. Rowe, Jr. Through a regrettable oversight, the courtesy line giving Camp Warren credit for the picture was omitted. THE CAMPING MAGAZINE is very sorry that this occurred, for it is such fine cooperation as that displayed by Mr. Rowe that makes the magazine possible.

### Liability Insurance

(Continued from Page 10)

will make an investigation upon receipt of report. The insurance company pays for defense of claims, indemnifies the named insured up to the limits of the policy for any liability imposed by law because of accidental bodily injury including death at any time resulting therefrom. The company will not pay for immediate medical expenses *unless the policy is so endorsed for an additional premium charge*. If the insurance company were to pay all such medical expenses, the rates would be entirely prohibitive. When we operate a camp, we must expect certain medical expenses and parents must also anticipate responsibility for the payment of such bills.

Many people seem to think that Public Liability is an accident contract and that it should cover all accidents whether or not negligence can be proven. Negligence must be proven and therefore it does not cover injuries sustained through a camper's own carelessness, but the line drawn between "own carelessness and negligence on the part of the

camp" is very fine. The insurance company investigates.

An *accident policy* would provide only for the person named in the insurance policy and for specified amounts for specific injuries. The cost of such insurance, if available, would be quite substantial. This assumption is based on the cost of accident certificates sold at railroad stations to travelers, usually for 25c per person per day.

Q. How much coverage should be carried?

A. That question is difficult to answer. It is an important one and you have to be guided by your local conditions, types of parents, etc.

Manual rates provide for a minimum coverage of \$5,000 for all damages arising out of bodily injuries to or death of one person, and subject to that limit for each person, a total limit of \$10,000 for all damages arising out of bodily injuries to or death of two or more persons in any one accident. Many camp operators consider these limits sufficient. It should be pointed out, however, that a single accident, such as a fire, might result in a stampede where a number of campers might be injured. As a result, the camp may be sued for a substantial amount. Higher limits are available at only a slight increase in cost.

Rates are subject to change and your broker will have the latest rate information. If he doesn't have it, ask him to get in touch with his company.

Q. Why are the Public Liability rates so high for the "camps" classification?

A. Rates are based upon experience. The more accidents in the camping world that require insurance investigations, the higher the rate. If a camp has a good record for a period of years, it would have a tendency to eventually reduce the rate. Insurance company investigations are expensive and certainly have a bearing on the rate fixing. The rates are high, too, because they are based on the experience of the entire "camps" classification which includes:

Private Camps

Organization Camps

Charity Camps

Adult Camps (*Not* Automobile Tourist Camps)

Rates are based on the maximum number of campers in camp at any one given time, on the number of rowboats, canoes, motor boats, sail boats, saddle horses, etc.

Camp attendance records are audited by insur-

---

**Have You Ordered a Subscription to THE CAMPING MAGAZINE for Your COUNSELORS, PARENTS OF CAMPERS, ADMINISTRATIVE STAFF?**  
*See the Inside Rear Cover*

---

ance companies yearly and premium adjustments are made, if necessary.

Q. Are there special rates for short term camps?

A. No.

Q. Can a Public Liability policy be written on a three- or five-year plan and is there a reduction in the premium if a policy is written on this basis?

A. The three- to five-year plan is not in accordance with the manual rules published by the National Bureau of Casualty and Surety Underwriters.

As a rule the policy covers the summer season but it may cover the entire year if camp is used all-year-round. See your broker and find out if any clause should be added in your policy regarding winter sports.

Saddle horses: If you offer riding as an activity in your camp and the horses are hired from an academy, the liability rests with the owner of the horses. However, the camp also has a certain liability. The camp must investigate to see that the academy is covered by necessary insurance, that competent people have charge of riding and there must be a statement from the parents giving their approval for this activity.

Bicycle Trips: Public Liability covers bicycle trips out of camp or any trips out of camp for that matter, but the person riding the bicycle also has a certain liability which can be covered by a Sports Liability policy, if he or she cares to do so. (A Sports Liability policy is an individual personal policy with which camp is not concerned.)

Q. Does Public Liability cover transportation to and from camp?

A. The Public Liability camp policy contemplates coverage for transportation to and from the camp or any camp activity provided this transportation is by a common carrier. As camp automobiles or trucks invariably go off the camp premises, a separate automobile policy should be obtained to protect the sponsoring group for accidents caused by such vehicles whether used for transporting the campers or otherwise.

If campers are transported in private automobiles, the owner of the automobile is responsible and may be held liable. The camp management should make sure, if they are asking people to help with the transportation, that the cars used are in good condition, that the owners carry liability insurance, and that the cars are driven by competent and capable drivers. Cars should not be overcrowded.

The Automobile Guest Law: In many states there has now been established a guest law in connection with automobiles. That is, if you invite someone to ride with you in your car and an accident occurs, there is no opportunity for that person to collect. If, on the other hand, the person who rides with an automobile owner pays for the ride,

there is an opportunity in the case of an accident for such a person to bring action against the owner and to collect damages. The Automobile Liability policy covering the owner of a private passenger car excludes coverage where the vehicle used is to carry passengers or guests for a consideration unless the policy has been specifically endorsed granting such coverage. Buses specifically hired for transporting the campers are not considered common carriers. Contingent insurance policies may be obtained for buses that are hired or chartered for such purposes.

Buses used for transportation purposes: Contingent insurance policies can be taken out for buses that are chartered for transporting campers to and from camp. In many states, bus companies must carry liability insurance up to a certain amount. Sometimes a camp may have a rider inserted in the bus company's insurance policy covering the number of trips to and from camp. Have your broker investigate. Make sure that all buses that are hired for transportation are inspected by mechanical experts before trips are taken. Have report submitted to you in writing.

Q. Who is liable—the owner or the tenant?

A. Both. The owner is responsible for the ground and for the building and the tenant is responsible because he must investigate to see that both grounds and buildings are in good condition. If the tenant does not make such an investigation, he may be considered negligent in case an accident should occur.

If extra sight-seeing trips are arranged and are not included in the Contingent policy which you take out at the beginning of your camping season, your broker should be notified in order that he may have those trips covered. Rates of a Contingent policy are dependent on hazards connected with the trip.

Reports of all accidents to insurance companies must be made promptly by telephone, if serious, and followed immediately by a written report. If reports are not made soon after the accident, the claim may be barred.

Make sure that you arrange for your camp insurance early enough in the season so that it will be in effect on the opening day of camp. Before the policy is written, make sure that someone from the insurance company inspects the camp. Be there yourself at the time and talk things over with the inspector. If there is anything you have overlooked, the inspector will call your attention to it, and you can have it rectified before camp opens. Ask him to send you a report of his inspection. In many cases insurance companies will write policies regard-

# 1938 CONVENTION

of the

## American Camping Association

March 3, 4, 5

**HOTEL PENNSYLVANIA**  
**NEW YORK CITY**

**CONVENTION CHAIRMAN**

**Colba Gucker**

**BUSINESS MANAGER**

**Ross L. Allen**

**Reserve these dates**

less of a visit to the camp, but it is well to ask for a camp inspection.

Talk over with the inspector and broker all camp safety measures that are observed at camp. Here are some of the points that should be discussed:

1. The sponsoring group, the camp director and his or her experience, the high degree of care used by him or her, and the other sponsoring group in connection with the camp.
2. That you use exceptional care in the selection of camp staff.
3. Where camp is located and how it is reached by campers.
4. Something about the routine of the camp and program activities. Submit camp folder or circular.
5. Medical examinations for all campers: That health records are carefully filed and preserved, —(New York State requires that these records be retained for seven years); that there is a graduate, registered nurse at camp; whether or not there is a doctor present at camp at all times; if not, how far from camp is nearest doctor (automobile time); if there is a telephone in camp; if there is an automobile in camp for emergency transportation.
6. Maximum and minimum age of campers.
7. The amount of fee charged.
8. Greatest number of campers anticipated at any one time during the season.
9. What the housing facilities are: tents or buildings.
10. If there are saddle horses; who is permitted to ride them; what supervision.
11. Types of boats used, together with details of supervision over their use.
12. What fire arms, if any, are on the camp premises? For what purpose and by whom are they used?
13. Whether or not any other insurance carrier has cancelled or declined coverage. If this has happened, be sure to give the new company ample time for investigation.
14. If there is a waterfront at the camp, the following questions should be answered:
  - a. Maximum number of campers allowed in the water at any one time.
  - b. Maximum time in the water.
  - c. During what hours swimming is permitted.
  - d. How many Life Savers are in constant attendance? What qualifications are necessary for a Life Saver's position?
  - e. What life-saving apparatus is available? Is there a mechanical inhalator available at a reasonable distance from camp?
  - f. Description of floats, diving boards, rafts.
  - g. Whether or not there are marked areas for different classifications of swimmers.
15. They will want to know if the camp site is owned, rented, or borrowed. (If the camp site is rented, very often the man you rent it from carries Public Liability insurance. It is suggested that the tenant who rents the camp also carry this insurance.)



set of suggestions received. The first concerns *laws and regulations which affect organized camps*. Numerous attempts have been under way in different parts of the country by different groups to codify laws related to camping. Little or no coordination of effort has been in evidence. The acute urgency of the problem is widely recognized. The Committee on Studies and Research, therefore, has recommended to the Executive Committee that inasmuch as the National Park Service has an expert legal staff, a complete legal library, and has just completed a codification of laws affecting state and national parks, the American Camping Association request the National Park Service to extend their survey and codification to laws affecting organized camps. So important was the matter considered that an item of \$1,000 was earmarked in the budget for it. The Committee on Studies and Research, however, is hopeful that this important project can be turned over to the National Park Service and this money diverted to a second major problem which has clearly emerged.

This second problem is of the utmost seriousness. Organized camping in America is confronted with a *crisis in personnel*. Sources of available leadership are drying up. Large numbers of counselors who have been available during these latter depression years are being absorbed by normal business operations. New sources of leadership must be found, more adequate recruiting methods devised, and much more adequate and widespread training opportunities provided. The whole question of remuneration must now be faced frankly. Minimum standards can no longer be postponed.

In recognition of this personnel problem, the Committee on Studies and Research, with the approval of the Executive Committee of the American Camping Association, is undertaking to develop and direct a nation-wide cooperative survey during the summer of 1937. A rather simple and direct information blank is being devised for use in gathering

data to be used to indicate the sources from which camp leaders are secured, the methods used in recruiting them, something concerning the extent to which specific training for camp leadership has been provided, and practices which obtain in remunerating camp leaders, with some effort to discover differences which prevail between what might be termed non-professional, pre-professional and professional leaders. It is further hoped that this preliminary and relatively simple, though basic type of inquiry, will test our wings, so to speak, and give us a taste of what it is like to share in a cooperative study. The plan will be to administer this study through regular sections of the American Camping Association and through national organizations whose local units conduct camps. This study will not involve a large expenditure of money but should provide findings of great practical value to everyone concerned.

In conducting a study of this kind it is likely that, where local sections of the A.C.A. have research committees, as is true now in several sections, the study will be greatly facilitated. Presidents and executive committees of sections have many important duties to perform and it may be expecting too much to route requests of this kind in their direction, thereby loading them still further. It is suggested, therefore, that each section appoint a research committee, the Chairman of which can be looked upon as it were, as a liaison person between the national committee on studies and research and the local section.

**The Cooperation Received Throughout Canada and the United States in the Program to Date Has Been Most Reassuring.** It is hoped that the foregoing interim report and the outline of next steps may be such as to warrant the continuance of the same fine team work.

Respectfully submitted,

CHARLES E. HENDRY

Chicago, May 1, 1937.

**1938 CONVENTION**  
of the  
**AMERICAN CAMPING ASSOCIATION**  
**March 3, 4, 5, 1938**

**Hotel Pennsylvania**

**New York City**